Pollution Level in NCR Towns

*396. SHRI KRISHNA KUMAR BIRLA: Will the Minister of ENVIRONMENT AND FORESTS be pleased to state:

(a) whether Government's attention has been drawn to the newsitem captioned "Pollution turning into environment crisis", as reported in "The Hindustan Times", dated the 29th January, 1997;

(b) if so, whether any recent study has been conducted to ascertain the level of pollution in the towns of the NCR;

(c) if so, the details thereof; and

(d) the concrete steps Government propose to take to save NCR towns from pollution?

THE MINISTER OF ENVIRONMENT AND FORESTS (PROF. SAIFUDDIN SOZ): (a) Yes, Sir.

(b) and (c) The Central Pollution Control Board conducted an ambient air quality monitoring survey in the National Capital Region-Delhi during the year 1994-95. A total of 33 cities/towns were selected in the National Capital Region covering 14 towns of Uttar Pradesh, 16 towns of Haryana and 3 towns of Rajasthan. The monitoring continued for thirty days in three different seasons viz., winter, summer and post-moonson covering parameters like suspended particulates, oxides of nitrogen and sulphur dioxide. The average ambient levels of pollutants were found below their prescribed limits expeept suspended particulates.

(d) Steps taken by the Government to control pollution in the National Capital Region include the following:

(i) Effluent and emission standards have been prescribed.

(ii) Environmental guidelines have been evolved for sitting and operation of industries.

(iii) Industries have been asked to comply with consent requirements of the State Pollution Control Boards.

(iv) Industries have been directed to install necessary pollution control equipment on a time bound basis and legal action is taken against the defaulting units.

(v) Notification of ambient air quality standards has been issued.

(vi) Central Pollution Control Board regularly monitors the water quality of Yamuna and of the ground water in Delhi. State Pollution Control Boards of Uttar Pradesh, Rajasthan and Haryana have been requested to take up monitoring work in the various rivers.

(vii) Government of India has notified noise standards for industrial, commercial and residential areas and silence zones.

(viii) Codes of practice have been evolved for operation of various equipments to ensure that noise levels are maintained within the prescribed limits.

(ix) Public awareness campaigns are being carried out.

दिल्ली विश्वविद्यालय के शिक्षकों की मागें

397. **प्रो. विजय कुमार मल्होत्राः** क्या मानव संसाधन विकास मंत्री यह बताजे की कृपा केरेंगे किः

(क) दिल्ली विश्वविद्यलय के शिक्षकों ने सरकार के समक्ष क्या-क्य प्रमुख मांगें रखी है; और

(ख) इन पर सरकार की प्रतिक्रिया क्या है?

मानव संसाधन विकास मंत्री (श्री एस. आर. बोम्मई)ः (क) और (ख) अभी हाल ही में, दिल्ली विश्वविद्यालय के शिक्षकों की मांगों के संबंध में दिल्ली विश्वविद्यालय शिक्षक संघ द्वारा सरकार को एक

अभ्यावेदन भेजा गया था। दिनांक 31.1.1996 के इस अभ्यावेदन में शिक्षकों की सेवा-शर्तो में कुछ सुधार करने के लिए कहा गया था। उनकी मांग बिना पी.एच.डी डिग्री किये लेक्चरार से रीडरशिप और रीडर से प्रोफेसरशिप पर पदोन्नति देने के संबंध में थी। सरकार ने विश्वविद्यालय अनुदान आयोग के परामर्श से इन मांगों की जांच कर ली है और इस संबंध में कोई अंतिम निर्णय लेने से पूर्व शिक्षकों के लिए विश्वविद्यालय अनुदान आयोग ने वेतन पुनरीक्षा समिति की सिफारिशों के प्राप्त होने तक प्रतीक्षा करने का निर्णय लिया है।

शिक्षकों की भर्ती के संबंध में समाचार

398. **श्री शिव चरण सिंह**:

श्री राघवजी:

क्या मानव संसाधन विकास मंत्री यह बताने की कृपा करेंगे कि:

(क) क्या सरकार का ध्यान 4 मार्च, 1997 के "जनसत्ता" में "शिक्षकों की नियुक्ति की संदेहास्पद प्रक्रिया" शीर्षक से प्रकाशित समाचार की ओर दिलाया गया है; और,

(ख) यदि हां, तो इस पर सरकार की प्रतिक्रिया क्या है?

मानव संसाधन विकास मंत्री (श्री एस. आर. बोम्मई): जी, हां।

(ख) केन्दीय विद्यलयों में शिक्षकों की भर्ती इस प्रयोजन के लिए निर्धारित नियमों तथा प्रक्रिया के अनुसार की जाती है।

Development of moral standard of school students

*399. SHRI W. ANGOU SINGH: Will the Minister of HUMAN RESOURCE DEVELOPMENT be pleased to state:

(a) the measures being contemplated by Government to improve the present standard of school education in order to develop the moral standrad of students from the grassroot level;

(b) whether Government are aware of 'the changes that have occurred in the overall thinking of younger generation for casteism and separation that may endanger the national integration; and

(c) if so, the measures contemplated to meet such challenges in the interest of the country's integrity?

THE MINISTER OF HUMAN RESOURCE DEVELOPMENT (SHRI S.R. BOMMAI): (a) to (c) The National Policy on Education 1986 and the Programme of Action 1992 have dealt with the question of development of moral standards by way of enrichment of the existing curriculum by incorporating culture content at two levels. At one level, India's common cultural heritage has been identified as one of the elements of core curriculum. At another level, a synthesis has been envisaged between changed oriented technologies and cultural traditions through educational institutions. The NCERT has also prepared exemplary instructional package for the benefit of school students. The cultivation of social and moral value is dealt both at the elementary as well as secondary educaiton. The Central Board of Secondary Education has directed its affiliated schools for inculcation of universal and human values both in general and in relation to the school curicula. Imparting of value education is regarded as an integral part of the entire educational process as distinct from dissemination of values through special lectures on morality or through textbooks.

The textbooks published by the NCERT include elements of universal values, which are interwoven in the curriculum of various subejets. Further, the Teacher Education curricula both at the Elementary and Secondary level incorporate value education components. Some of the schools play a vital role in bringing out national integration and social cohesion among the young minds. The programme design in the schools also awaken in the students an awareness of national integrity and for this purpose, various steps have been taken, such as, community living based on cooperative self-help and democratic principles and also the study of India's history and